



## Westfield Primary Community School

### Accessibility Plan

*Our vision for inclusion at Westfield*

<b>Approved By:</b>	Full Governing Body
<b>Date:</b>	October 2022
<b>Review Date:</b>	October 2025

### **Vision for Westfield**

*Together we strive to:*

**Inspire** a love for our community through mutual respect, teamwork and the shared belief that anything is possible

**Create** a learning culture which recognises potential, celebrates achievement and respects individuality

**Nurture** strong relationships in a safe and secure environment, where opinions are valued and kindness is the core

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## Statement of intent

This plan should be read in conjunction with the **School Improvement Plan** and outlines the proposals of the governing board of Westfield Primary Community School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

\_\_\_\_\_ **Headteacher** Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors Date: \_\_\_\_\_

Next review date: \_\_\_\_\_

## Planning duty 1: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Intent	Implementation	Timescale	Impact/Outcome
School trips and visits need to be accessible to all pupils	<ul style="list-style-type: none"> <li>Ensure venues and means of transport are suitable</li> </ul>	As required	All trips are accessible to all pupils to take part in a range of activities.
Ensure PE Curriculum to ensure this is accessible to all pupils	<ul style="list-style-type: none"> <li>Consider physical environment</li> </ul>	Annually	All pupils can access PE curriculum with adult support where required.
Ensure children with a identified/known disability can take part in afterschool activities	<ul style="list-style-type: none"> <li>Discussed with wraparound staff/afterschool club staff to find out what support would need to be available.</li> <li>Personal Emergency Evacuation Plans</li> </ul>	As required	All children feel able to participate equally in out of school activities.

	(PEEP) in place where required.		
Ensure support staff have specific training on disability issues and medical/health needs	<ul style="list-style-type: none"> <li>Identify training needs</li> </ul>	Annually and upon induction (ME)	Support staff will feel confident to help children.
Ensure children with a identified/known disability can move around school easily	<ul style="list-style-type: none"> <li>Complete PEEP for all children which will details movement around school.</li> <li>Lift available to UKS2 classrooms if required</li> <li>School have a wheelchair as required</li> <li>Yellow lines to mark steps/edges</li> <li>Ramps/handrails</li> </ul>	Ongoing	All pupils can move around school to ensure they can get to halls, lunch hall and classrooms.
Ensure children with SEND have full access to the curriculum	<p>Additional support from teaching assistants, one-to-one support where required</p> <ul style="list-style-type: none"> <li>Continuous CPD programme to support inclusive practice</li> <li>Wave 2 &amp; 3 interventions</li> </ul>	Ongoing	All children can access full curriculum

	<ul style="list-style-type: none"> <li>• 3 year cycle of training- ASC, SEMH, Dyslexia, Ekklan</li> <li>• Annual health training</li> <li>• Programmes: Nesy, ELSA, Reading Revival, Little Wandle, WELLCOMM, Socially speaking, colourful semantics</li> <li>• Resources: wobble cushions, weighted blankets, writing slopes, ch jewellery/fidget toys, reading rulers, ear defenders, pencil grips, coloured paper in exercise books etc.</li> </ul>		
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## Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Intent	Implementation	Timescale	Impact/Outcome
<p>To be aware of the access needs of children with a identified/known disability, staff, governors, visitors and parents/carers</p>	<ul style="list-style-type: none"> <li>• Create access plans for individual disabled children as part of SEND (Special Educational Needs and Disabilities) process.</li> <li>• Ensure staff, governors and visitors can access all areas around school for meetings etc.</li> <li>• Full fire evacuation plan with details available in each room. Complete PEEP for any child or adult in school who is visually impaired or requires</li> </ul>	<p>As required</p>	<p>Ensure the access needs of children, staff, governors, visitors and parents/carers are met.</p>

	<p>additional support getting around school.</p> <ul style="list-style-type: none"> <li>• Hoist fitted in medical room</li> <li>• Disabled toilet by main office</li> <li>• Disabled parking bays available</li> </ul>		
Maintain safety for visually impaired people	<ul style="list-style-type: none"> <li>• Yellow lines painted on edges of steps</li> <li>• Check all pathways have adequate lighting</li> <li>• Trip hazards removed</li> </ul>	Annually and as new children arrive at school who may be visually impaired	
Ensure fire safety exits around school are suitable for people with a disability	<ul style="list-style-type: none"> <li>• Ensure staff are aware of keeping all fire exits clear</li> <li>• Ramps to exits which have steps</li> <li>• Corridors kept clear</li> <li>• Complete PEEP for children who may require additional support during a fire evacuation, with the input of the class teacher.</li> </ul>	Fire exits checked daily	All disabled people can safely exit the building

<p>Accessible car park</p>	<ul style="list-style-type: none"> <li>• Disabled parking is available within the car park</li> <li>• Gates to car park are wide and accessible.</li> </ul>	<p>As required</p>	<p>Designated disabled spaces for staff and visitors to school</p>
<p>Ensure movement around the external parts of the building is possible</p>	<ul style="list-style-type: none"> <li>• Ramps leading to playground and wraparound care.</li> <li>• Hard surface between playgrounds to make this accessible with wheelchairs and pushchairs.</li> <li>• Gates installed to provide alternative access</li> </ul>		

## Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Target	Strategies	Timescale	Outcome
<p>Parents/families/staff with visual impairment/hearing impairment/SEND will access information sent home e.g. texts/emails/letters</p>	<ul style="list-style-type: none"> <li>• Call parents to discuss content of letters</li> <li>• Offer information in other formats e.g. Braille, large print, paper copy</li> <li>• Send clear emails which can be played via audio</li> <li>• Videos sent home to demonstrate what children have been doing in school</li> </ul>	<p>Ongoing and adapted to needs of families</p>	<p>All parents/families/staff can access information which is communicated through school</p>

<p>Parents/families with English as an additional language will receive information sent home e.g. texts/parents</p>	<ul style="list-style-type: none"> <li>• Information send via email/text to enable parents to translate</li> </ul>	<p>Ongoing and adapted to needs of families</p>	<p>All parents/families/staff can access information which is communicated through school</p>
<p>Website accessible to all</p>	<ul style="list-style-type: none"> <li>• Braille, large print or paper copy available via request</li> <li>• Audio play available on website</li> <li>• Make information easy to find by using clear headings</li> </ul>	<p>Ongoing</p>	<p>All visitors to the website can access all information</p>